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ABSTRACT

This book identifies the major new developments in the provision of education and training for adults and examines the ideas, developments, and strategies currently being used in the light of the particular needs of disaffected adult learners. (Disaffection refers to feelings of estrangement, lack of trust, feelings of inadequacy, anger, and perception of lack of relevance to self in relation to either past or current experience of education and training.) Four papers in Section 1 deal with access issues: "Disaffection and Access" (Roger Harrison); "Adult Access to Higher Education" (Malcolm Tight); "The Experience of Black Minority Students" (Eva Stina Lyon); and "Local Provision: An Oxfordshire Case Study" (Brenda Walters). Section 2 contains four papers that focus more on people's progress with their learning in relation to different kinds of provision: "The Scope and Characteristics of Educational Provision for Adults" (Colin Titmus); "Face-to-Face Provision and the Older Learner" (Eric Midwinter); "Opportunities through Open Learning" (Robert Leach, Roger Webb); and "Disaffection and Distance Education" (Alan Woodley). The five papers in Section 3 examine the different notions of success in relation to adults' learning achievements and the implications for adult learners of new approaches to assessment and accreditation: "Adult Learning and Success" (Judith Calder); "A Society of Opportunity" (Peter Raggatt); "The Assessment of Prior Learning: Relating Experience, Competence, and Knowledge" (Linda Butler); "Credit Accumulation and Credit Transfer" (Geoff Layer); and "Informal Learning Opportunities and their Contribution to Overcoming Disaffection" (Marian Lever). Contributor biographies and an index are appended. (YLB)